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ABSTRACT

This accountability report is the first in a series of progress reports describing how Washington's community and technical colleges have met their goals for educational programs, student achievement, and responsiveness to their communities. The strengths of the community and technical colleges are preparing a skilled workforce, providing access to affordable education, and collaborating with each other, with K-12 schools, four-year universities and the government employment sector to benefit students and taxpayers. Areas the community and technical colleges seek to improve are: (1) keeping pace with workforce training in technical areas; (2) providing students with more computer related training; (3) increasing the persistence and transfer rates of all students, especially people of color and new immigrants; and (4) increasing the salaries of the large cadre of part-time faculty. The report presents systemwide goals, and data that show the extent to which the goals are being met. These nine goals are: (1) access to affordable higher education; (2) receptiveness to customer needs; (3) workforce education and training; (4) development of basic skills; (5) diversity of students and programs; (6) use of new technologies; (7) student achievement; (8) a collaborative educational system; and (9) a first-class faculty and staff. (AF)

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Washington State Community and Technical Colleges

MEETING STUDENTS' GOALS & PUBLIC EXPECTATIONS

JULY · 1999

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SBCTC

WASHINGTON STATE BOARD FOR COMMUNITY & TECHNICAL COLLEGES

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Washington State
Community and Technical Colleges

MEETING STUDENTS' GOALS & PUBLIC EXPECTATIONS

JULY · 1999

WASHINGTON STATE BOARD FOR
COMMUNITY & TECHNICAL
COLLEGES

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This accountability report is the first of a series of regular reports on the progress of Washington's community and technical colleges toward the system's goals and priorities for the next 10 years. The goals and priorities for educational programs, student achievement, and responsiveness to their communities and other issues were developed in 1998 through an extensive collaborative process including the college system and key external constituents.

Thirty college leaders of the presidents' and trustees' associations, representatives of the college faculty, and members and staff of the State Board for Community and Technical Colleges met to identify key priorities for the college system. The resulting vision statement and goals were widely circulated within the college system and shared with key external constituents, including business, labor and students. The goals were revised based on the feedback of those who reviewed them.

These goals, when pursued, will move the system toward realization of its vision: to be widely recognized as excellent and accountable educational institutions, responsive to the educational and economic needs of their communities. Local recognition of each college's value will be translated into statewide recognition of the value of the system to the entire state.

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INTRODUCTION

Washington's community and technical colleges make a difference in the lives of individuals and in the state's economic health. Two-year college graduates entering the workforce now earn a median starting wage of $11 per hour. The colleges have nearly doubled the number of workers trained for high-wage, high-demand fields in the past five years. They are also providing academic transfer education for more than a third of bachelor's degree graduates in this state.

The two-year colleges serve a diverse student population and employ a diverse workforce. Students of color made up 25 percent of enrollments in 1998, when the state population was approximately 17 percent people of color.

Despite their success, the colleges need to improve in some vitally important areas. First, the colleges must train more skilled technical workers to meet the demands of the state's economy. Also, they must improve the communication and problem-solving skills of technical students and computer, problem-solving, math and writing skills of students in English as a Second Language and basic skills classes.

Finally, the colleges must work with the Legislature to improve per-student funding, which hasn't kept pace with the changing mission of the colleges. The need to serve large numbers of students with low funding levels has resulted in an over-reliance on part-time instructors and inequitable salaries for part-time faculty.

This document provides indicators of the status of Washington's community and technical colleges regarding these goals. The indicators are a mix of input, output, and outcome indicators. They provide evidence of the strength of the system and areas where the system must improve.

Strengths of community and technical colleges:

Preparing a skilled workforce

- Training pays off in significantly higher salaries for people who participate in vocational programs. This is true for both graduates and non-graduates with about a year of training. Graduates entry-level wages after training have increased from $10.33 an hour to $11.00 in the past four years. In the first three years out of college, graduates earn $19,000 more in pay and benefits than adults who didn't attend college.
- Employers give high ratings to the job skills, math and writing skills of their employees who attended two-year colleges.
- Over the past five years, colleges have nearly doubled the number of students prepared for key high-wage, high-demand fields such as information technology and computer repair.

Providing access to affordable education

- More than half of all adults in Washington (56 percent) have benefited from the convenient access and low tuition offered by community and technical colleges.
- People from all races and ethnic groups participate at high rates. Students of color made up 25 percent of enrollments in 1998, while people of color made up about 17 percent of the state's population.
- About 8,000 of the state's bachelor's degree recipients took one-third to one-half of their credits at a two-year college, an increase from 7,000 five years ago. Ultimately more than one-third of students earning bachelor's degrees in Washington earned a significant number of credits at two-year colleges.

Collaborating for quality and efficiency

- Colleges collaborate effectively with K-12 schools, four-year universities and Employment Security to the benefit of students and taxpayers.
- Colleges collaborate with each other to efficiently use technology.

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Helping students reach their goals with quality education

- Those who've taken classes give the colleges high marks for the quality of instruction.
- Most of those who enroll meet their educational goals before leaving college. All students taking job-related programs, for example, reported that they either definitely or partially met their goals.

Hiring staff who reflect diversity

- Colleges hire increasingly diverse staff, closely reflecting the communities they serve.

Using technology to improve instruction and expand access

- Colleges have greatly expanded access via distance learning opportunities. The number of full-time equivalent students in distance learning classes grew by 33 percent in the last year alone.

Areas where the colleges are focusing on improvement for the future:

- ***Workforce Training Gap*** – Despite growth in some fields, colleges have not kept pace with the rapidly growing demand for well-trained technical workers. Collaboration with K-12 through programs such as Tech Prep needs to improve to increase the number of young people in vocational programs.
- ***Workforce Skills Gap*** – While workers have strong technical skills, more than half of all employers are dissatisfied with the communication and problem-solving skills of former students. They are also dissatisfied with the computer, problem-solving, math and writing skills of employees who have been enrolled in English as a Second Language and basic skills classes.
- ***Student Concerns*** – Students want more computer-related training for use on the job and at transfer institutions. Most do not learn about other cultures or philosophies and may not be well prepared to live in a diverse world.
- ***Retention and Graduation Challenges*** – Some students don't stay in college long enough to meet their needs. Of those who entered in 1996 saying they intended to earn a degree, 22 percent were enrolled for only one quarter. Colleges have not achieved equitable retention and graduation rates for students from diverse racial and ethnic backgrounds. Students of color make up only 17.5 percent of the 1997-1998 graduates compared to 20 percent of the college-level enrollment two years earlier.
- ***Inequitable Salaries*** – Low funding levels have resulted in part-time faculty salaries that lag behind those of their full-time counterparts. The State Board and the colleges are committed to paying part-time instructors a fair and equitable salary and are working with the Legislature to bring the pay of part-time faculty up to 100 percent of the amount paid to full-time faculty for their teaching responsibilities.

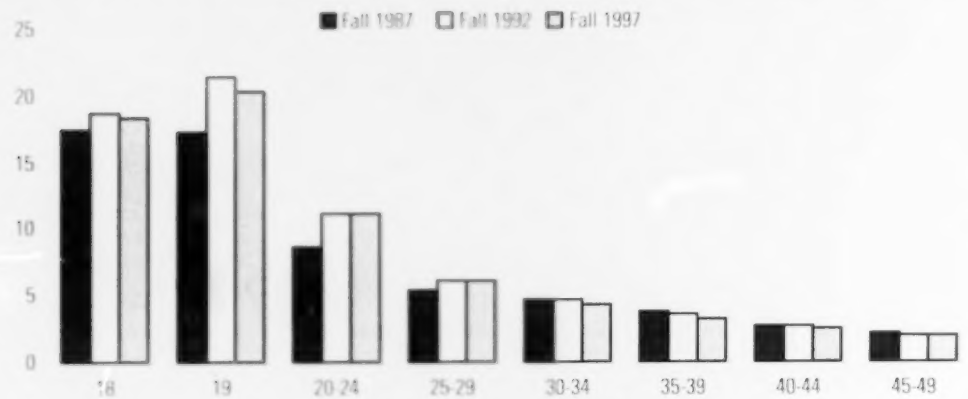
GOAL ONE

ACCESS TO AFFORDABLE HIGHER EDUCATION

Community and technical colleges recognize the need for lifelong learning and will continue to offer every Washington adult resident the opportunity to receive an affordable, high-quality basic skills and college education.

Overall access is keeping pace with the college-age population.

Fall Participation Rates by Age Groups: State and Contract Classes – Community Colleges Only*

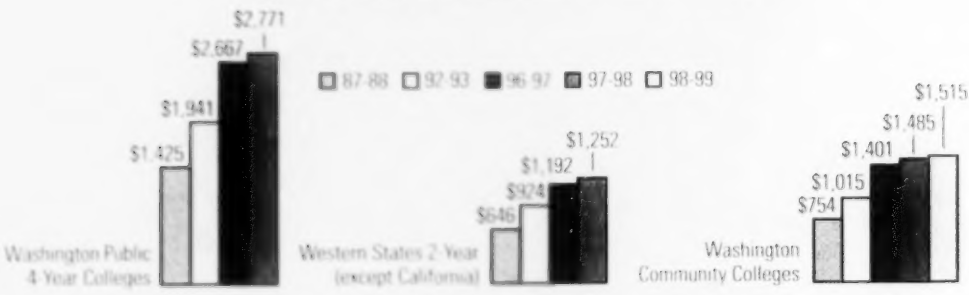


*Counts by age for Technical Colleges are not available for 1992 or 1987.

Community and technical colleges serve 6.3 out of every 100 adults in Washington state age 18 to 49 (participation rate). More than 20 out of every 100 nineteen-year-olds are enrolled in the two-year college system. The service level grew during the first half of the last decade and declined slightly for some groups in more recent years. Recent declines may be due to the impact of welfare reform on college going for adults 30 to 45 years of age and by the impact of the Running Start program which moves students to four-year institutions at an earlier age.

Colleges provide a high rate of access to middle and low-income students through low tuition rates and financial aid assistance.

Tuition for Annual Full-Time Student in Washington Comunity Colleges, Public 4-Year Colleges and Western State Two-Year Colleges

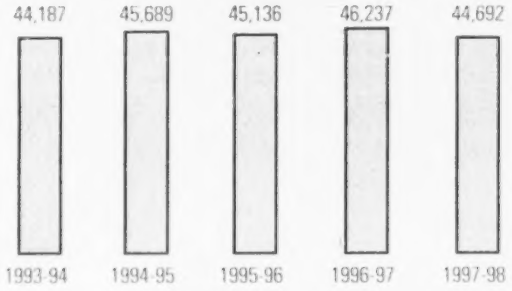


Some 70 percent of all students come from families with annual incomes below $40,000. About 40 percent have annual family incomes below $20,000. Low tuition rates are critical to access for these students. Washington state tuition rates are comparable to neighboring states' two-year rates (Oregon, Idaho, Montana, Alaska, Wyoming) and lower than those at Washington's baccalaureate institutions. Yet, tuition and fees at Washington two-year institutions represent a slightly higher percentage of median income than other western states. In 1997-98, tuition and fees represented 4.1 percent of the median Washington household income of $36,676, which is higher than most western states' average of 3.5 percent.

Nearly 44,700 two-year college students receive aid each year from state and federal sources. While these students represent about 34 percent of those in programs eligible for aid, this level of aid is insufficient to meet all the needs. In a recent survey of job training students, 16 percent reported that the college was unable to meet their needs for financial assistance. The number of students receiving aid has dropped slightly as welfare enrollments decline.

Washington residents generally view the colleges as being effective in providing affordable tuition for students.

State Supported Students Receiving Aid

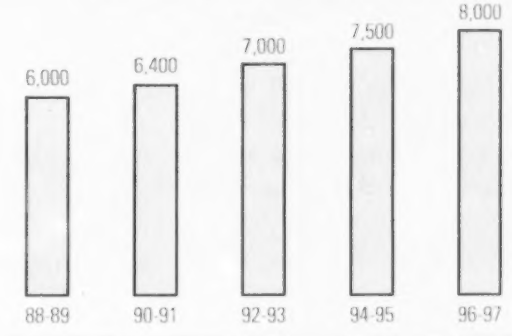


Source: SBCTC Academic Year Report

Colleges provide a path to the bachelor's degree for thousands of students.

A study of all bachelor's degree recipients of a decade ago found that one-third had started at a Washington community or technical college. Four-year institutions report that the number of transfers from the two-year system has increased since that time.

Estimated Number of Bachelor's Degree Recipients with Substantial Two-Year College Credits



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GOAL TWO

RESPONSIVE TO CUSTOMER NEEDS

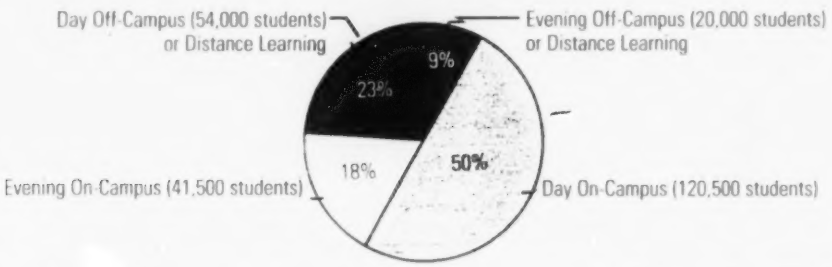
Community and technical colleges will be motivated to meet the needs of their customers – students, businesses and local communities – in a changing educational environment.

Colleges meet the needs of students all over the state.

Some 56 percent of all Washington adults have attended a community or technical college in Washington state (TACTC Public Opinion Survey, 1998).

At any given time, some 236,000 adults enroll, with two-thirds taking classes on the 33 college campuses distributed in every region of the state. One third of all students, or 74,000 people, enroll at community sites or via distance learning options. These extension sites take college classes to more rural areas of the state. Some 24,000 students took distance education classes in 1998–99. That number is expected to grow rapidly in the coming years.

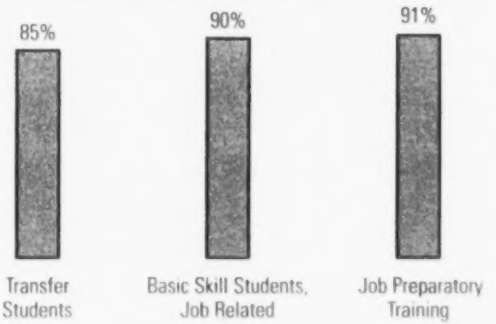
% of Students (All Funds) by Primary Time and Location of Enrollment (Fall Quarter)



Overall customers' needs are being met.

Students: Students reported high levels of satisfaction with their training in a recent survey. Processes are now in place to collect student satisfaction information every two years. Trend data will be reported in future reports.

% of Students Very or Somewhat Satisfied with Instruction or Training, Based on Follow-up Survey Results



Job preparatory and basic skills: WTECB 1997 Survey; Transfer: SBCTC 1991 Survey

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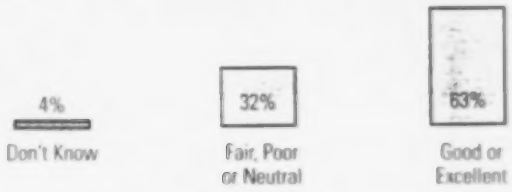
Communities: 63 percent of community members who have taken classes, or are otherwise familiar with the colleges, report the quality as excellent or good. However, those in the community who are not familiar with the colleges have less positive evaluations. About 35 percent evaluated the colleges as good or excellent while 45 percent rate them neutral, fair or poor. These 1998 evaluations are similar to responses in a 1994 public opinion survey.

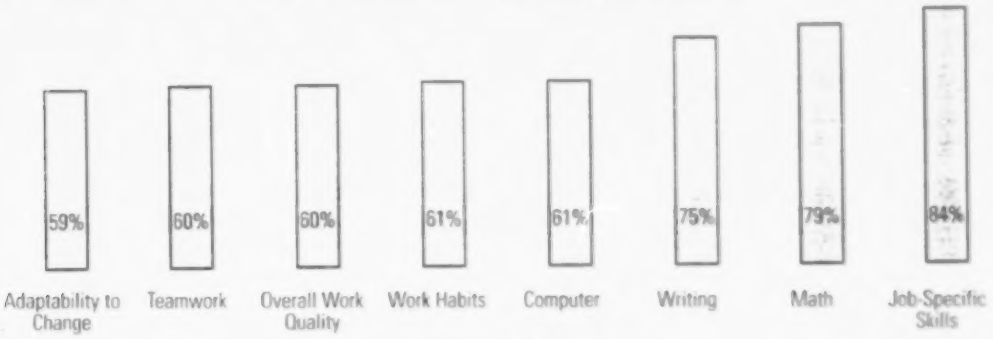
Community Perception of Quality of Education by Those Familiar with Two-Year Colleges



Source: TACTC Public Opinion Survey, 1998

Employers: Firms that hired workers who had recently completed a vocational program at a community or technical college are generally satisfied with their skills. These 1997 findings are similar to survey results in 1995.

% of Employers Who Were Very or Somewhat Satisfied

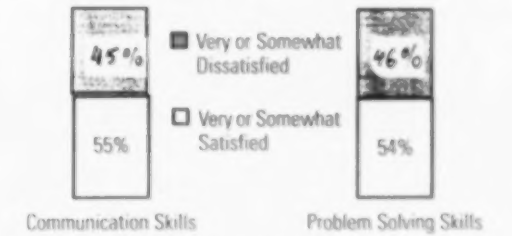


Source: WTECB 1997 Survey

Colleges need to improve to better meet specific customer needs.

Employers: While most employers of students who recently completed job training are satisfied with the students' problem solving and communication skills, the percentage who are dissatisfied is high.

Employer Satisfaction With Recent Hires



Source: WTECB Survey, 1997

Students: Students most consistently report unmet needs related to computer skills. For example:

Only 60 percent of job preparatory students reported that they often had computer training, while almost all will use computers in their future work. (Source: WTECB Survey, 1997)

61 percent of transfer students reported that courses at four-year institutions were more demanding in terms of computer use than their courses at the two-year colleges. (Source: Survey of Academic\Transfer Students, 1991)

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GOAL THREE

WORKFORCE EDUCATION & TRAINING FOR THE 21ST CENTURY

Workforce education and training and retraining programs at community and technical colleges will help students learn the full range of pre-college and basic skills, academic and technical skills they need to get high-wage jobs and adapt to future career changes.

College training pays off for students.

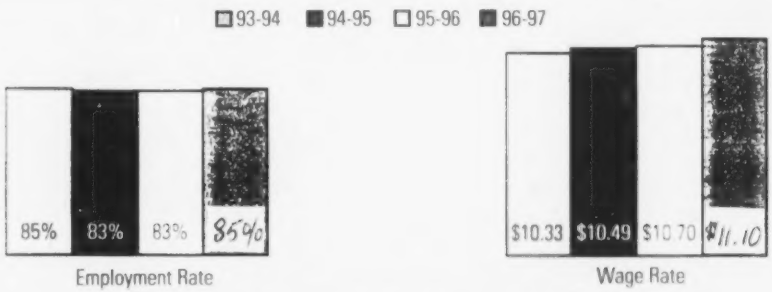
More than 18,000 job preparatory students gain employment each year, half graduates and half students who complete some courses but do not graduate (leavers).

The 84 percent placement rate for graduates is consistent with national rates for two-year college graduates. Washington graduates earn $11 per hour.

Leavers' rates parallel graduates but are 6 percent lower for employment rates and $1.00 per hour lower in earnings.

Research indicates that at these wages graduates are way ahead of similar adults who do not participate in training. In the first three years out of college, graduates earn $19,000 more in salary and benefits than adults who did not attend college. In addition, those who leave vocational programs short of graduation will earn $1,600 more than those who did not attend college. (Based on the WTECB net impact analysis as reported in Workforce Training Results: An Evaluation of Washington State's Workforce Training System, 1997, Second Edition.)

Status of Vocational Graduates Six to Nine Months After College



Source: SBCTC Academic Year Report, Wages in 1998 dollars.

Median Wages for Job Preparatory Graduates Nine Months After College

	Class of 1993-94	Class of 1994-95	Class of 1995-96	Class of 1996-97
Graduates	$10.33	$10.49	$10.70	$11.00
Leavers	$8.85	$8.84	$9.76	$10.02
All	$9.63	$9.74	$10.22	$10.55
Leavers wages as a % of graduate wages	86%	84%	91%	91%

Note: All wages in 1998 inflation adjusted dollars

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Colleges train more students each year in high-demand programs.

The number of graduates is increasing in a number of high-wage, high-demand fields.

Number of Higher Wage Program Graduates and Apprentice Completers

Areas of Training:	1993-94	1995-96	1997-98	% Growth
Information Tech	390	540	629	61%
Vehicle & Equipment Operators	142	234	219	54%
Computer Maintenance Tech	130	195	188	45%
Machinist	152	202	191	26%
Protective Services	280	401	296	6%
Legal Assistant	223	312	230	3%

Colleges are not meeting all the demand for technically trained workers.

While more students are graduating in some of the high-wage, high-demand areas, the number of degrees, certificates and industry certifications is not keeping pace with overall labor market demand. Right now, Washington state has two vacancies for every one person who could fill them for jobs at the skill level above high school and below a bachelor's degree.

The decline in graduates may be due to the recent decline in the number of adults 25 to 34 years of age in the state's population, a group critical to vocational enrollments, along with the strong economy. Enrollments in some high-wage, high-demand fields have declined.

Unmet Demand Versus Supply, 2-Year Graduates & Apprenticeships

Source: Adapted from WTECB Supply, Demand & Gaps Report

Colleges continue to train workers in fields whose services are highly valued by society, such as health care and child care.

The number of graduates in most health care fields and in early childhood education is increasing.

Trends in Graduates in Health Care & Early Childhood Education Programs

Areas of Training:	1993-94	1995-96	1997-98	% Growth
Medical X-Ray	138	122	99	-28%
Nursing Assistant	288	386	269	-7%
Education / Social Sciences	271	292	270	0%
Med. Lab Tech / Histology	26	46	27	4%
Dental Hygienist	80	83	92	15%
Veterinarian Assistant	45	50	52	16%
Early Childhood Education	248	313	293	18%
Dental Assisting	181	256	240	33%
Medical Assisting	132	204	179	36%
Occupational Therapy	45	62	63	40%
Paramedic EMT, Operating Tech	59	109	87	47%
Pharmacy Assisting	54	69	104	93%
Physical Therapy	31	54	62	100%

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GOAL FOUR

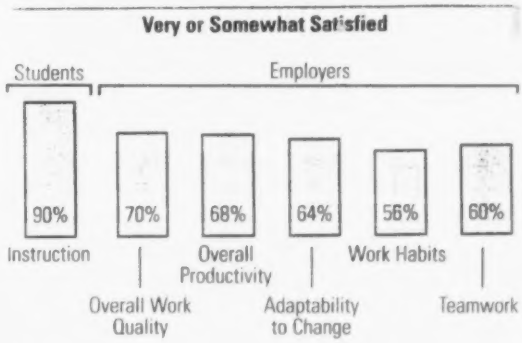
4 INCREASE BASIC SKILLS

At two-year colleges, basic skills programs including English as a Second Language (ESL) will prepare students to participate successfully in the economy as citizens and parents.

Colleges serve an ever-increasing number of adults needing basic skills instruction.

Adult Basic Education (ABE) classes serve the needs of adults with literacy skills below the 9th grade level. English as a Second Language (ESL) classes provide training for those with limited English. ESL has grown 33 percent in the past five years. Hispanic and Asian students comprise two-thirds of these enrollments. Recent immigrants comprise 38 percent.

Adult secondary education includes classes to prepare to take the General Education Development (GED) certificate exam and high school completion courses which allow adults to earn a high school diploma.



Source: WTECB 1997 Survey

Employers and students are satisfied with much of the basic skills training.

Students: Students leaving the basic skills program are very satisfied with their instruction. Some 84 percent met their educational goals while enrolled.

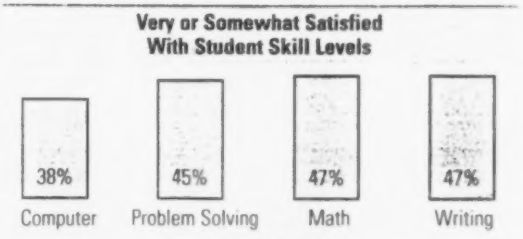
Employers: Employers who hired basic skills students reported relatively high rates of satisfaction with many of the general work skills.

Colleges aim to increase the number of students who accomplish substantive skill gain before leaving.

The college system has a goal for 80 percent of students to demonstrate skill gain as a result of their ABE, ESL and GED instruction. Colleges will compare skill levels at exit to skill levels students had at entry, using a common means of assessing progress. It is estimated that the baseline of students demonstrating skill gain today is between 20 and 40 percent of the 68,800 adults enrolled in basic skills classes each year.

Employers are looking for improvements in some skills of basic skills students.

While most employers expressed satisfaction with the quality of work of their recent hires from basic skills classes, less than half were satisfied with writing, math, problem solving and computer skills.



Source: WTECB 1997 Survey

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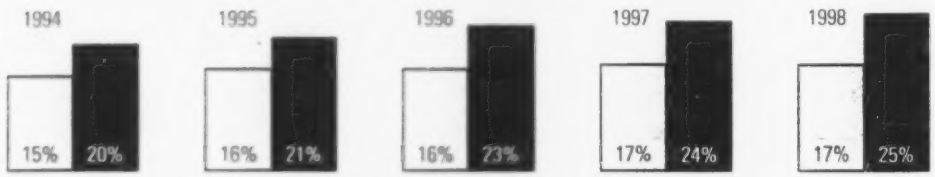
DIVERSITY OF STUDENTS & PROGRAMS

Community and technical college programs will serve as the key point of entry into higher education for tens of thousands of people of color and new immigrants to Washington state.

The make-up of the student body reflects the diversity of the state.

Compared to the total population, the overall campus enrollment is more diverse. The last three years have been marked by a substantial increase in Hispanic enrollments such that, for the first time, the percentage of students who are Hispanic is higher than the percentage in the state population. This pattern of greater diversity applies throughout the state, not just in regions with a high population of color.

Students of Color Versus State Population of Color



Source: SBCTC Fall Enrollment and Staffing Report

Ethnic Diversity of Students

Source: SBCTC Fall Enrollment and Staffing Report.

While recent immigrants represent 5 percent of the state's population, immigrants and refugees represent 10 percent of the total enrollment.

Immigrant Students

Source: SBCTC Fall Enrollment and Staffing Report

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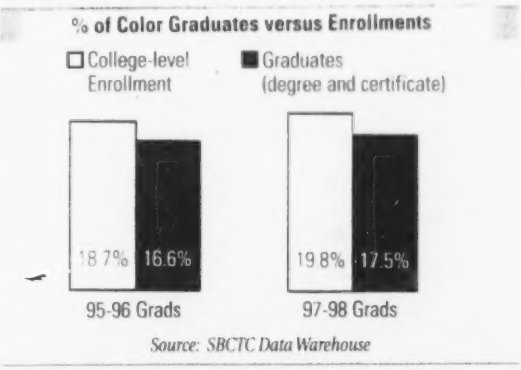
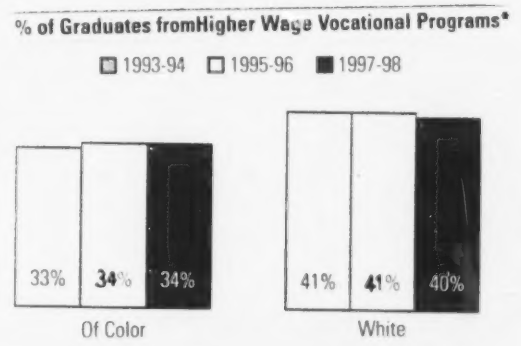
Colleges have not succeeded in achieving equitable graduation rates for all students of color.

The percentage of students of color graduating from two-year colleges is less than the percentage enrolled. In this analysis, graduates are compared to the number enrolled in college-level transfer or workforce training two years earlier.



Source: SBCTC Data Warehouse

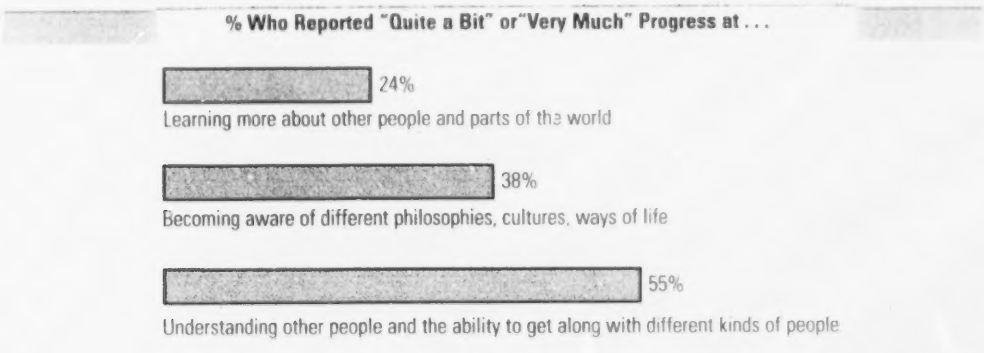
The field of study makes a difference in students' long-term earnings. Students of color graduate from higher wage programs at lower rates than whites.



**High wage programs are those where the typical graduate earns $11/hour or more. The category system used here was based on 1995-96 graduates.*
Source: SBCTC Data Linking for Outcomes Assessment.

Only some of the students have experiences at the college that prepare them to live and work in a diverse society.

About half of the students report having made progress regarding key cultural learning (1997 Community College Student Experience Questionnaire (CCSEQ)). The low rates may be because few students converse with those whose ethnic or cultural background is different from their own. Just 28 percent of students reported that they had serious conversations with those from other groups "often" or "very often." In a recent survey (1997) of job preparatory students, 61 percent reported that they received "diversity" training.


% Who Reported "Quite a Bit" or "Very Much" Progress at . . .
24%
Learning more about other people and parts of the world
38%
Becoming aware of different philosophies, cultures, ways of life
55%
Understanding other people and the ability to get along with different kinds of people

Source: CCSEQ Survey, Fall 1997

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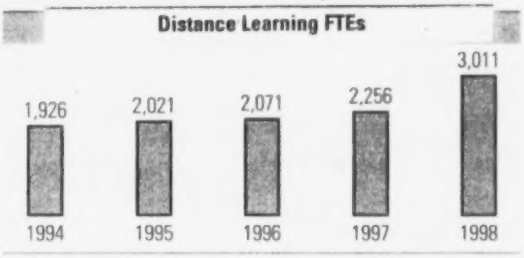
GOAL SIX:

USING NEW TECHNOLOGY

The community and technical colleges will use new educational technology to improve opportunities for students and increase the efficiency of the colleges' operations.

Colleges have greatly expanded access via distance learning opportunities.

The growth rate of distance learning classes has accelerated due to the K-20 Telecommunications Network. Growth in this last year was 33 percent.



Colleges are incorporating new technologies to improve educational quality and overall efficiency.

More than 28,000 students in 1997-98 benefited from Internet or other K-20 Telecommunications Network resources used in traditional classrooms.

24 colleges enhanced library services using the K-20 Telecommunications Network for on-line services in 1997-1998.

An estimated 50,000 students registered, got class information or otherwise used college resources through electronic kiosks.

All colleges are posting college information and job openings on the Internet.

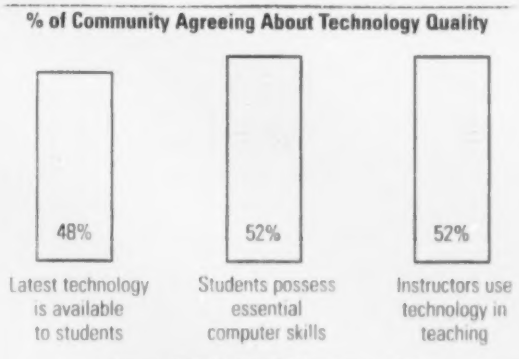
By using the K-20 network for video teleconferences and classes, colleges save travel expenses and reach students who could not take classes in any other way.

Source: Expanding Access and Improving Education via the K-20 Telecommunications Network, April 1998

Colleges need to improve use of technology to address unmet needs.

Only about half of adults responding to a recent public opinion survey agree that the colleges have the latest technology available to students, that instructors use technology and that students possess essential computer skills.

Some 40 percent of the job preparatory students enrolled in 1995-96 received computer training, but a large share of those trained (43 percent) reported that they did not improve their computer skills.



Source: TACTC Public Opinion Survey, 1998

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GOAL SEVEN

STUDENT ACHIEVEMENT

Student achievement is a key goal of the two-year college system. The colleges will ensure that every student has the opportunity to achieve his or her learning goals.

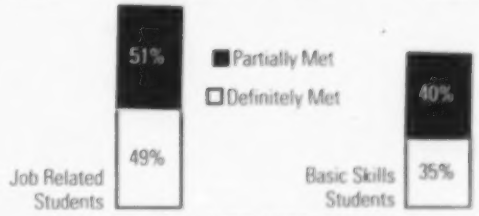
Most students meet their objectives while enrolled.

The vast majority of students meet their goals, but some meet them only partially.

No recent survey data are available regarding transfer students' success in meeting their objectives.

Students give positive evaluations to their instructors and support services.

% Meeting Their Objectives



Source: WTECB 1997 Survey

Colleges seek to increase the number of "transfer-ready" students.

The colleges aim to increase the number of students who are eligible to transfer to four-year institutions. Transfer-ready students are those who have completed 45 credits in a transfer program with a 2.0 GPA or higher.

Students Eligible for Transfer

	1994-95	1995-96	1996-97	1997-98
Transfer-ready	34,533	34,213	36,226	36,209

Some students do not stay long enough to meet their needs.

One approach to looking at student-goal achievement is the rate of completion of core courses of English and math. Developmental math rates are the lowest of all course areas and are the focus of substantial effort at most colleges. English completion rates, while generally quite high, are declining.

Core Course Completion Rate

	Winter 94	Winter 95	Winter 96	Winter 97	Winter 98	Winter 99
Developmental Math	73%	73%	73%	74%	73%	72%
College Math	78%	79%	79%	81%	79%	80%
Developmental English	82%	82%	83%	83%	81%	81%
College English	85%	85%	85%	85%	82%	82%

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To account for stop-out patterns and the diversity of student objectives, SBCTC uses as a measure of student retention the progress made by the students who enroll for the purpose of obtaining an associate degree.[1] SBCTC measures degree-seeking student progress by the number of quarters enrolled over a two-year period:

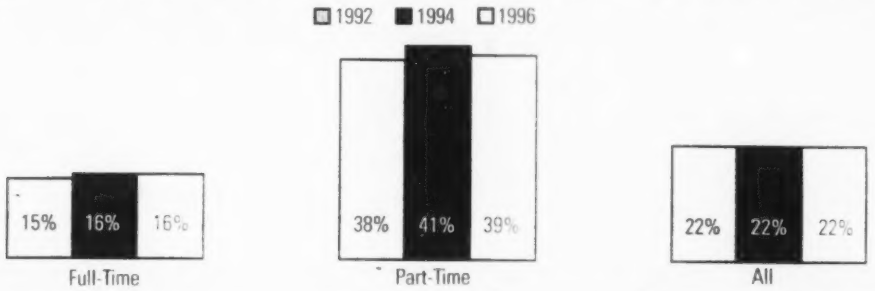
Substantial Progress: Students with degree plans graduating or attending four or more quarters over the two-year period.

Some Progress: Students with degree plans attending two or three quarters over the two-year period.

Early Leavers: Students with degree plans attending only the first quarter and not returning in two years' time.

Student progress patterns have remained relatively unchanged over time. About 15 or 16 percent of full-time degree-seeking students are early leavers and do not return in a two-year period. Students seeking a degree on a part-time basis are more than twice as likely to become early leavers as full-time students. These degree-seeking students who leave early are very unlikely to have met their goals while at the college.

% of Degree Seeking Early Leavers by Status, by Fall Quarter of First Enrollment



[1] One quarter of all new students (40 percent of the full-time students and 13 percent of the part-time students) enroll with the intent of completing an associate degree (job preparatory or transfer degree) at their college.

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GOAL EIGHT

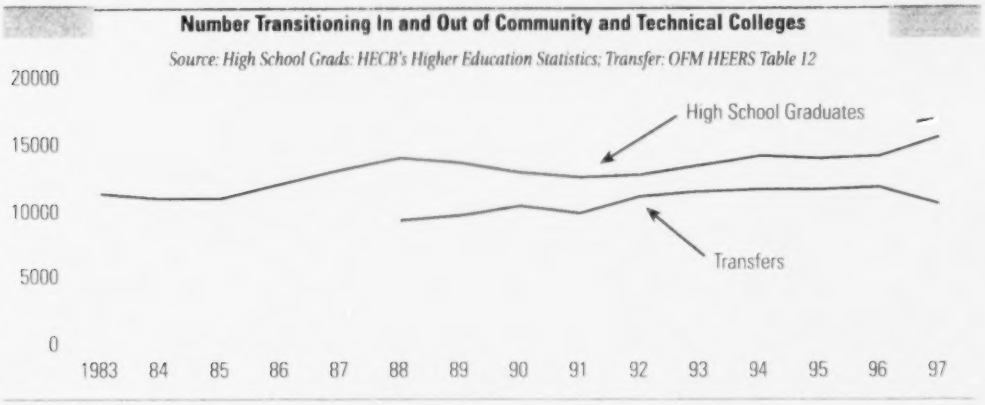
A System Based on Collaboration

The community and technical colleges will respond to local needs by working together and in public-private partnerships to improve services to students.

The number of students moving from K-12 to the colleges and from two-year colleges to four-year universities continues to increase.

The number of students going from high school to college increased from 11,300 in 1983 to 15,600 in 1997. Fifteen years ago, 24 percent of high school graduates went on to college, today the number is 30 percent.

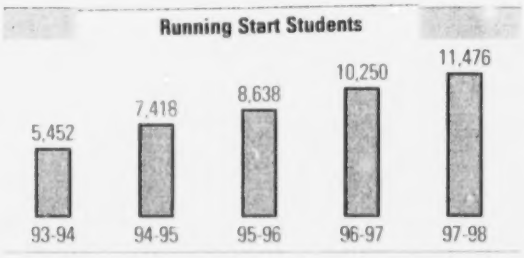
The number of two-year college students transferring to four-year institutions annually has grown from 9,300 in 1988 to 10,774 in 1997. Four-year institutions report that two-year transfer students represent an increasing portion of their student bodies. More than a third of all bachelor's degree graduates are two-year college transfers.



Special examples of "seamlessness" are the Running Start program and Tech Prep.

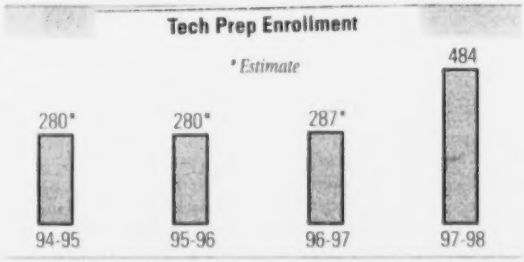
Running Start

The Running Start program allows high school juniors and seniors to enroll in college and receive high school credit at the same time. More than 8 percent of all juniors and seniors take advantage of this opportunity.



Tech Prep

Tech Prep connects high school and college vocational faculty and business and labor leaders in an effort to smooth the transition in vocational training. The number of Tech Prep students who go to the colleges currently represents less than 1 percent of the total high school graduating class.



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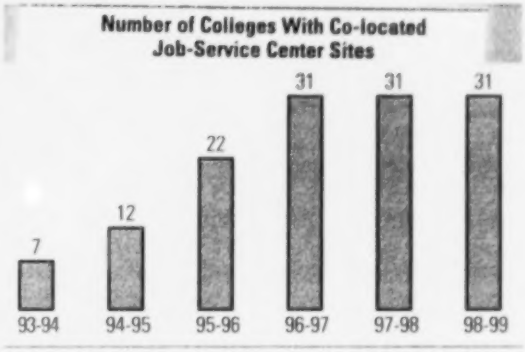
Co-location of services meets students' needs.

In 1993-94, seven Employment Security Departments (ESD) Job Service Centers and colleges pilot tested a partnership arrangement that placed a job counselor on campus along with access to ESD computer services. These "co-location" pilots proved successful. Rankings of satisfaction with job search help was substantially higher at co-location colleges than other colleges.

64 percent of workers who attended co-location colleges reported being somewhat or very satisfied with the job search help they received compared to just 44 percent satisfaction at other colleges.

66 percent of workers who took training at co-location colleges were satisfied with the overall assistance of the college in helping them return to work, substantially higher than the 45 percent of workers attending other colleges who reported satisfaction with their colleges' help.



At these co-located sites, nearly all students had access to training in the job search skills they needed, as just 4 percent reported they needed additional job search skills development. At other colleges, more than half the workers (64 percent) reported an interest in gaining more skills in that area.

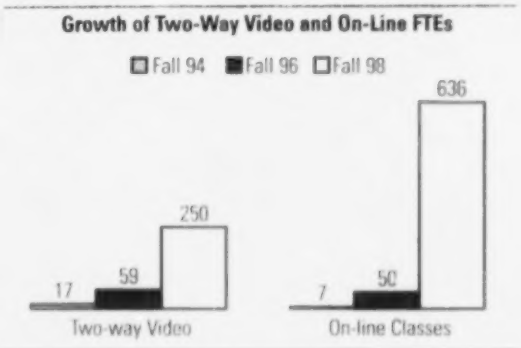
Today, ESD co-location services are available at 31 colleges.

There is a high level of inter-college collaboration on technology.

The colleges have collaborated on administrative computing resources since 1978 when a computing consortium was created. This joint effort has saved millions of dollars through single system purchases and common data systems.

Two recent joint efforts are Washington OnLine, a cooperative effort by Washington's community and technical colleges to develop and deliver on-line distance learning, and Virtual Campus, a cooperative effort to provide infrastructure for Internet classes. Internet instruction allows students from every part of the state to complete the requirements for an associate degree over the Internet.

Another recent cooperative effort involves two-way video instruction from one campus to students at other colleges and extension sites.



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GOAL NINE

A First-Class Faculty & Staff

The two-year colleges will employ a core of skilled, well-trained full-time faculty and staff. The colleges will provide fair compensation and working conditions for both full- and part-time instructors whose contributions are critical to the quality and breadth of the colleges' educational programs.

Despite a commitment to equity pay for all employees, part-time salaries are low.

One of the ways colleges have kept pace with legislatively mandated enrollment increases in the face of low per-student funding, established in the 1960's when the mission was primarily academic transfer, is to serve almost half of the students with part-time faculty and to pay those faculty substantially less than full-time faculty. For more than a decade, the colleges have asked the Legislature for help in addressing this inequity.

The 1997 Legislature directed colleges to use increases in student tuition to fund pay raises for part-time faculty and/or add to the number of full-time faculty. The Legislature required a minimum of $2.9 million be spent for this purpose during the biennium; the State Board raised the two-year minimum to $5 million. The colleges actually spent $6.6 million with 61 percent directed toward improving salaries (an average increase of 5.1 percent) and the remaining 39 percent used to hire more full-time faculty.

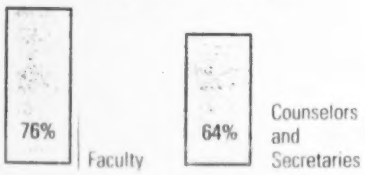
The college system estimates that paying part-time faculty at a level equivalent to the teaching portion of full-time salaries will require a total of $60 million per biennium. For 1999-2001, the State Board asked the Legislature for $16 million as the first installment of a six-year plan to raise part-time salaries. The Legislature provided $10 million for part-time faculty salaries and authorized the colleges to add up to $10 million more from student tuition revenues. The State Board also requested $1.9 million to extend retirement benefits to more part-time faculty. The Legislature funded the full retirement request, granting benefits to part-time faculty who teach at least 50 percent for two consecutive quarters, the same standard used for health benefits.

Faculty make substantial contributions to the success of their colleges and students.

Students give faculty high marks for helpfulness.

Ratings for staff, counselors and secretaries, however, could be higher. Just 64 percent of students reported that these employees were all or mostly helpful and supportive.

% of Students Reporting That All or Most Are Helpful and Supportive



Source: CCSEQ Survey, Fall 1997

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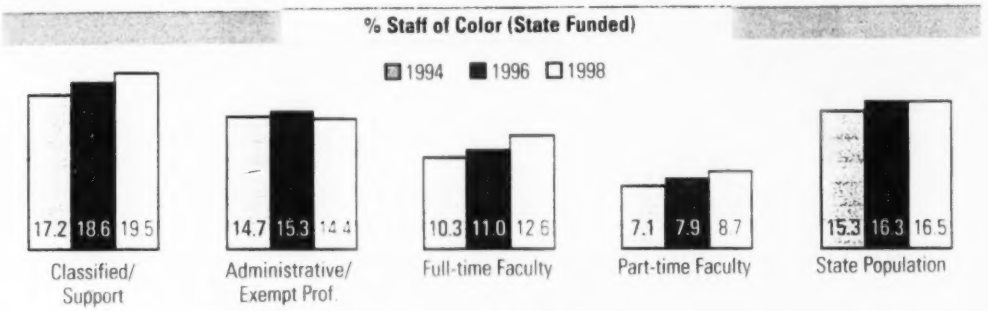
The race and ethnic diversity of employees is increasing but is not as diverse as the state as a whole.

The classified staff mirrors the diversity of the state. Faculty diversity is increasing at a rapid rate, 39 percent in the past five years. The percentage of administrative and professional staff of color remains flat.



Source: SBCTC Research Report 98-2, Access and Success for System Goals for People of Color in Washington Comm.& Tech. Colleges, Fifth Annual Report, available on the web site at www.sbctc.ctc.edu. State population: OFM.

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